



17 May 2021

Dear Head of Centre

Information for schools and colleges about the centre review and appeals processes in summer 2021

Today we have published [Information for centres on the centre review and appeals processes in summer 2021](#). This document should be read alongside WJEC's operational guidance for centre reviews and appeals, which will also be published today.

In summary:

- The centre review allows learners to request a review where they consider an error has been made in the determination of their grade – the focus is on the overall grade not on the marking of individual assessments. There is no expectation that centres re-mark assessments.
- The centre review is an opportunity for the school or college to check they have not made an error in the determination of the grade.
- Learners should briefly explain the nature of the error when requesting a centre review. WJEC will provide templates for centres and learners to use.
- The centre review is not an opportunity for learners to try and improve grades that have been determined fairly in accordance with the centre's assessment and quality assurance processes and are supported by the evidence and the decision making record.
- A stage 2 appeal to WJEC can be made after completion of the centre review if the learner still believes there has been a procedural error or that the grade is unreasonable.
- WJEC will only uphold an appeal on the grounds of unreasonable academic judgement at Stage 2 if it is well outside the bounds of reasonable academic judgement and that the evidence cannot reasonably support the grade.
- Grades can go up or down, or stay the same, following the centre review and appeal.

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Supporting schools and colleges

We have carefully considered the workload implications for schools and colleges and we met with headteachers and college principals across Wales to outline the process, answer any questions and listen to concerns. We understand the challenges schools and colleges will face in delivering the approach to awarding qualifications this summer and the particular concerns you have about the centre review process.

However, we have to ensure that the appeals process is effective and meaningful for learners and is procedurally fair – reducing the risk of successful challenge on the grounds that the process is unfair.

Welsh Government is providing funding to FEIs and school sixth forms to provide transition support for learners in years 11, and learners in year 12 and 13 studying AS/A2 level qualifications who are transitioning to the next steps in their educational journey. **This is new funding for schools, allocated through local authorities, and colleges. Schools/colleges may use their allocation to flexibly support learners through the alternative assessment arrangements and transition to next steps, including enabling the efficient operation of the appeals process to support learners.**

Regional consortia will be facilitating regional events to enable schools to discuss and share their approaches to planning and preparing for the appeals process, including the centre review stage. For colleges the Curriculum and Quality Group are providing this opportunity.

Decision Making Records

We have also heard concerns about the workload implications related to the need for a Decision Making Record for each grade for each learner. WJEC's Guidance on Assessment and Grading was published in WJEC's secure area towards the end of March and this includes guidance on the Decision Making records in an appendix. This contains templates that centres can use, if helpful, to try to minimise the administrative burden, though centres are free to use their own system if simpler. We want to confirm that the records do not have to be lengthy and for many learners, whose performance is consistent, they can be quite short with some common sections. However, where more things need to be considered in making the overall judgement, then documenting these at the time of making the judgements will be useful.

Welsh Government has already confirmed that schools and colleges can make use of an INSET day for activities linked to this year's arrangements and this may provide some time for this work. We know many centres are arranging days for May/June to provide some time for related activities.

Learner support

Later this week we will also be publishing a guide for learners – '2021 qualifications – all you need to know'. This is a learner resource which provides key information about the assessment process this year. We will also be publishing further information to support learners' understanding of the appeals process before the May half-term break.

Update Winter series 2021/22

The November 2021 exam series is a scheduled series for GCSEs in English language, Mathematics, Mathematics Numeracy and Welsh Language. Learners who enter for these qualifications have experienced substantial levels of disruption to their learning throughout

2020 and 2021. Schools and colleges will have focussed on teaching the adapted specification requirements that were in place for summer 2021 (published by WJEC in summer 2020). We have taken the decision following stakeholder engagements that the exams and assessments to be sat in November 2021 will therefore be as per the summer 2021 adapted specification requirements.

The January 2022 series is a scheduled series where unit assessments for GCSEs in English literature and Welsh literature are available, as well as level 2 and 3 qualifications in Health and Social Care. The GCSE unit assessments and the assessments for levels 2 and 3 in Health and Social Care: Principles and Context will be as per the adapted specification requirements for summer 2022 which will be published by WJEC, following consultation, in the 2021 summer term. The Skills Challenge Certificate qualifications will also be assessed as per the adapted requirements that will be published in the 2021 summer term.

It's important that your teams are aware of this new information and we would welcome your support in sharing this letter with your teachers.

Yours sincerely



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